Course Number ENG 222

Course Title Children’s Literature

Credits 3

Hours: 3 lecture

Co- or Pre-requisite Minimum C grade in ENG 102

Implementation sem/year Spring 2013

Catalog description (2006-2009 Catalog): Critical evaluation of the various genres of literature written for children. Examines ancient folk tales like Aesop’s Fables, modern picture books such as those by Maurice Sendak, and classic fiction such as the masterpieces of Lewis Carroll and Mark Twain. Mercer County Community College Catalog: 2011 - 2013

Required texts/other materials:
1. Texts representative of notable genres within the field of Children’s Literature to be determined by instructor will include fairy tales, picture books, and novels.
2. Supplemental texts from websites and supplied by instructor via ANGEL.

Revision date: February 2013

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Information resources:
Mercer County Community College Library’s Bibliographic Instruction Program: literature/poetry databases.

Other learning resources:
• Reading and writing tutors are available in the Mercer County Community College Learning Center.
• In class study groups that lead class in discussions.

Course Competencies/Goals: The student will be able to:
1. enjoy and analyze literature for children;
2. research the background, the history and the cultural context of children’s literature.
3. analyze the reading interests of children;
4. analyze the reading interests encouraged by teachers and parents;
5. discuss and experiment with the art of storytelling;
6. deal with issues of censorship;
7. develop a project (video or book) for children aged 5-12 within peer groups by identifying, researching, and preparing an oral presentations on at least one recognized children’s genres; 8. combine and apply the informative and analytical skills acquired in this course in a final comprehensive 7-10 page research paper, using credible reference/literary resources.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I Introduction to Children’s Literature Learning
Objectives: The student will be able to...
understand the objectives of the course (Course Competency 1; Gen Ed Goals 1 and 6, Core Skill A); scholarly analyses of the meaning and function of children’s literature (Course Competencies 1, 2, and 5; Gen Ed Goals 1, 6 and 7; Core Skills A, B, D, G); get a historical overview of children’s literature (Course Competencies 1 and 2; Gen Ed Goals 1, 6, and 7; Core Skills A, G)

Unit II Knowing children’s literature

Learning Objectives The student will be able to... read fables (Course Competency 1; Gen Ed Goals 1 and 6; Core Skill A); understand the nature and impact of morality fables (Course Competencies 1 and 2; Gen Ed Goals 1, 6, 7, 9; Core Skills A, B, G); construct fables in groups and present to the class (Course Competencies 1, 2, 5 and 6; Gen Ed Goals 1 and 6; Core Skills A, B, D, E, F).

Unit III Understanding children's poetry

Learning Objectives The student will be able to... read Mother Goose rhymes (Course Competencies 1, 2, and 3; Gen Ed Goals 1 and 6; Core Skill A); read street and game Lore (Course Competencies 1,2, and 3; Gen Ed Goals 1, 6, 9; Core Skills A, B, C, G); read riddles (Course Competencies 1, 2 and 3; Gen Ed Goals 1 and 6; Core Skill A); read nonsense rhymes & limericks (Course Competencies 1, 2 and 3; Gen Ed Goals 1 and 6; Core Skill A).

Unit IV Understanding the earliest children’s books

Learning Objectives The student will be able to... identify picture books (Course Competencies 1, 2, 3 4; Gen Ed Goals 1 and 6; Core Skill A); identify picture story books (Course Competencies 1, 2, 3, 4; Gen Ed Goals 1 and 6; Core Skill A); identify alphabet and counting books (Course Competencies 1, 2, 3, 4; Gen Ed Goals 1 and 6; Core Skill A); evaluate children’s films (Course Competencies 2, 6 Gen Ed Goals 1 and 6; Core Skill A).

Unit V Understanding traditional fairy tales

Learning Objectives The student will be able to... appreciate the genesis of traditional fairy tales (Course Competencies 1, 2, 5, 6; Gen Ed Goals 1, 6, 7, 9; Core Skills A, G); understand the evolution of the form through close readings of fairy tales from around the world (Course Competencies 1, 2, 5, 6; Gen Ed Goals 1, 6, 7, 8; Core Skills A, C, G); recognize social class, race, gender in the context of fairy tales (Course Competencies 1, 2, 5, 6; Gen Ed Goals 1, 6, 7, 8, 9; Core Skills A, C, G); identify the critical elements of fiction: plot, character, setting, theme, point of view, language (Course Competencies 1, 5; Gen Ed Goals 1, 6; Core Skill A).

Unit VI Understanding non-traditional fairy tales, or fractured fairy tales

Learning Objectives The student will be able to... identify the critical elements of fiction: plot, character, setting, theme, point of view, language (Course Competencies 1, 5; Gen Ed Goals 1, 6; Core Skills A, C); understand the progression of traditional fairy tales into the 21st century (Course Competencies 1, 2, 5; Gen Ed Goals 1, 6, 7, 9; Core Skills A, C, G).

Unit VII Understanding the story, the storyteller, and the audience

Learning Objectives The student will be able to... understand the value of the storyteller’s craft (Course Competencies 1, 4, 6; Gen Ed Goals 1,
Unit VIII Understanding adventures and fantasies Learning Objectives The student will be able to... read adventure stories for children (Course Competencies 1, 5; Gen Ed Goals 1, 6, 9; Core Skill A); read fantasies for children (Course Competencies 1, 5; Gen Ed Goals 1, 6, 9; Core Skill A); lead class discussions on the genre (Course Competencies 1, 5, 7; Gen Ed Goals 1, 6; Core Skills A, F).

Unit IX Understanding the use of realism in children’s literature Learning Objectives The student will be able to... consider biographies (Course Competencies 1, 2, 6; Gen Ed Goals 1, 7, 8, 9; Core Skills A, B, G); consider history and its impact on children’s literature (Course Competencies 1, 2, 6; Gen Ed Goals 1, 7, 8, 9; Core Skills A, B, C, G); consider society and its impact on children’s literature (Course Competencies 1, 2, 6; Gen Ed Goals 1, 7, 8, 9; Core Skills A, B, C, G); consider the changing world and its impact on children’s literature (Course Competencies 1, 2, 6; Gen Ed Goals 1, 7, 8, 9; Core Skills A, B, C, G).

Unit IX Understanding the value of critical review and children’s requirements Learning Objectives The student will be able to... appreciate literary criticism of children’s books (Course Competencies 1-6; Gen Ed Goals 1, 8; Core Skills A, B, D, E, G); value the crafting of curriculum (Course Competencies 1-6; Gen Ed Goals 1, 8; Core Skills A, B, D, E, G); read literature created by children (Course Competencies 1-6; Gen Ed Goals 1, 8; Core Skill A, G).

Unit X Understanding the value of international children’s literature Learning Objectives The student will be able to... follow elements of multiculturalism in traditional favorites (Course Competencies 1, 2, 6; Gen Ed Goals 1, 7, 8, 9; Core Skills A, B, C, G); trace the distinguishing imprints of diverse cultures (Course Competencies 1, 2, 6; Gen Ed Goals 1, 7, 8, 9; Core Skills A, B, C, G).

Unit XI Understanding the value of creating children’s literature and presenting to an audience Learning Objectives The student will be able to... construct books for children (Course Competency 7; Gen Ed Goals 1, 4; Core Skills A, D, E, G); present the book by engaging the audience (Course Competency 7; Gen Ed Goals 1; Core Skill A).

Unit XII Understanding the value of children’s films Learning Objectives The student will be able to... identify the elements of fiction in films (Course Competencies 1, 5, 6; Gen Ed Goals 1, 6, 7, 8; Core Skills A, B); appreciate the medium as a method of presenting literature to children (Course Competencies 1-6; Gen Ed Goals 1, 6, 8; Core Skills A, B); examine the external influences on films for children (Course Competencies 1-6; Gen Ed Goals 1, 6, 8; Core Skills A, B).

Evaluation of student learning: Students are provided with rubrics in syllabus and via ANGEL

Class attendance and participation: 15% of final grade (This will include attendance and active engagement in class.)

Quotation Analysis: 10% of final grade (These writings will demonstrate analysis through close reading of assigned texts.)
Information Presentations: 15% of final grade (Students will demonstrate independent research and effective communication oral and written skills.)

Journals: 10% of final grade (These writings will demonstrate engagement with the texts as well as connections made between fiction, non-fiction, class discussion, and critical readings.)

Research paper: 20% of final grade.
Group Project: 20% of final grade. (Students will work in groups to create and present a children’s literature text that demonstrates age- and subject-appropriateness.)

Academic Integrity Statement: Students shall abide by all provisions of the Academic Integrity policy as described in the student handbook.